**K-5 ELA Lesson Plan**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher: Klingler, Nixon-Carlos, Vaccaro** | | | **Grade: 2** | | **Date(s)**: 8.31.12-9.5.12 |
| **Unit Title:** Unit 1 - A Story to Share | | | **Corresponding Unit Task:** Task Two – T-Chart | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **How do characters develop throughout a story?**  **How do illustrations and words in a text help readers comprehend what they read?**  **How do good writers share their opinion with readers?**  **How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Assessments**  Words Their Way Student pages for assessment  Task 2 Checklist and Rubric (link in GEMS)  **Books/Passages**  Alexander and the Terrible, Horrible, No Good Very Bad Day by Judith Viorst  Amazing Grace by Mary Hoffman  The Story of Ruby Bridges by Robert Coles  A Chair For My Mother by Vera B. Williams  Thank you, Mr. Faulker by Patrica Polacco  <http://www.readinga-z.com/>  **Student Materials**  Events/challenges and character response t-chart  **Other Materials**  Story Map anchor map  T-Chart anchor map  Paper  Pencils  Chart Paper  Markers      [Fact & Opinion Powerpoint](Fact%20&%20Opinion%20Powerpoint.ppt)  **\*** [**http://classroom.jc-schools.net/waltkek/Second4.html**](http://classroom.jc-schools.net/waltkek/Second4.html)  [**http://typingforchildren.com/keyboard-template.html**](http://typingforchildren.com/keyboard-template.html) | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RL.2.1. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **RL.2.3. Describe how characters in a story respond to major events and challenges.**  **RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**  **RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **I Can Statement(s):**   * **I can describe how characters in a story respond to major events.** * **I can describe how characters in a story respond to challenges.**   **Instructional Plan:**  **Day One -**   1. **Whole Group:** Read realistic fiction or historical fiction book (see list about in Materials) aloud. Teacher and students discuss and list character traits to describe main character from story. Teacher and students discuss challenges main character faces. Discuss how character responds to events and challenges while creating an events/challenges and character response t-chart. Teacher will define specific vocabulary relevant to the lesson (i.e. events and challenges).   **Day Two –**   1. **Whole Group:** Teacher reads another text from list above. While reading, students work to complete an events/challenges and character response t-chart. 2. **Small Groups:** Students share their T-Charts with the whole group.   **Day Three** –   * **Whole Group** – Teacher reads another text from list above. * **Independent Work**: Students create a T-Chart of challenges and reactions the main character faces in the story. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards: W.2.1 Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.**  **I Can Statement(s):**   * **I can write to express my opinion.** * **I can give reasons why I have an opinion.** * **I can provide a conclusion to my opinion piece.** * **I can write a sentence using correct letter formation, punctuation and capitalization.** * **I can improve my writing by revising and editing.**   **Instructional Plan:**  **Day One –**   1. **Whole Group**: Teacher models and instructs students of the definition of an opinion and completes mini-lesson of fact/opinion using [Fact & Opinion PowerPoint](file:///H:\Hunter%202012-2013\Fact%20&%20Opinion%20Powerpoint.ppt). 2. Teacher models writing an opinion sentence about her favorite character from a book we have read this week. Teacher models using connecting word (because) to connect opinion and reasoning. 3. **Independent**: Students will create a sentence about which character is their favorite and why**.**   **Day Two –**   1. **Whole Group:** Review **pre-writing** (brainstorming) (***Refer to anchor chart***) and work as a class to brainstorm a list of what important information we need to know about each other (name, favorite color, birthday, siblings, etc.) 2. Teacher will model writing opinion and information sentences about 3-5 of the brainstormed ideas. (My favorite color is blue because \_\_\_\_\_\_\_.) 3. **Independent Work:** Students will work to use brainstormed ideas to write sentences about themselves, sharing their opinions and beginning autobiographies.   **Day Three –**   1. **Whole Group:** Review editing (***Refer to anchor chart***). Model for students reading through teacher’s sentences and correcting capitalization, punctuation and spacing errors. 2. **Independent Work:** Students work to edit their sentences, correcting capitalization, punctuation and spacing errors. 3. **Partner Work:** Students share their sentences about themselves with a partner. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing.**  **I Can Statement(s):**   * **I can do my best to spell words.**   **Instructional Plan:**  **Day One –**   1. **Whole Group:** Words Their Way Spelling Inventory.   **Day Two –**   1. **Whole Group:** Classroom library rules, procedures, and expectations.   **Day Three –**   1. **Whole Group**: Classroom library rules, procedures, and expectations. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards: SL.2.1.** **Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.**   **I Can Statement(s):**   1. **I can demonstrate an understanding of classroom rules and expectations.** 2. **I can discuss text in small and large groups.** 3. **I can ask for clarification or further explanation if needed.** 4. **I can tell a story that is true and makes since.** 5. **I can tell a story with facts and or descriptive details.** 6. **I can retell an experience that is true and makes since.** 7. **I can retell an experience with facts and details.**   **Instructional Plan:**  **Day One –**   1. **Whole Group:** Review classroom rules and procedures (classroom behavior system, supplies, bathroom, etc.) 2. PBIS Lesson   **Day Two–**   1. **Whole Group:** Review classroom rules and procedures (classroom behavior system, supplies, bathroom, etc.) 2. PBIS Lesson   **Day Three –**   1. **Whole Group:** Review classroom rules and procedures (classroom behavior system, supplies, bathroom, etc.) 2. PBIS Lesson | | | | |
| **Closing/Summarizing Strategy** | **Evidence of independent work; participation in discussions; review of rule constitution; sharing problem/solution activity.**  **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| 1. Students can add another column to the t-chart explaining how he/she would have responded to the event or challenge and why. 2. Students can complete a Multiple Character Event Challenge worksheet. | | 1. Students can work in groups or pairs to edit their writing. 2. Teacher will model lessons explicitly multiple times. 3. Teacher will read text aloud. 4. Scaffolded T-Chart (Explicit, Systematic)   Single Character Event-Challenge:  Teacher gives student a T-Chart with some information already filled in.   * Teacher has “character’s response” sections completed and student will identify and record the event/challenge. * Teacher has some details of “character’s response” completed and student completes remaining details and records the event/challenge. * Teacher has “event/challenge” completed and student records “character’s response * Teacher identifies the number of “events/challenges” for student.  1. Multi Character Event-Challenge:  * Teacher has “character’s response” and “event/challenge” sections completed and student will identify and record the character. * Teacher has some details of “character’s response” and/or “event/challenge” completed and student completes remaining details and records the character. * Teacher has “event/challenge” completed and student records “character’s response * Teacher has the characters completed and students complete the event/challenge” and “character’s response” sections. * Teacher identifies the number of “characters” for student.  1. Students can complete a teacher-created sorting activity where they are required to match the challenges that a character(s) encounters in a text with the character’s response to that event/challenge. | | | 1. Students can illustrate information when unable to create complete sentences. 2. As students begin to complete their T-Charts, the language proficiency levels of the students should be taken into account in order to modify the assignment as needed. For example, a level 1 (entering) student might only be expected to draw a sketch of an event and the character’s response. Use the *CAN DO Descriptors* and the *Stages of Second Language Development* charts provided in Task 1 to help in determining how to modify instruction, assignments and assessments. 3. See below file for suggestions related to explicit character traits vocabulary instruction. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Words Their Way Student pages for assessment  Task 2 Checklist and Rubric (link in GEMS) | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*